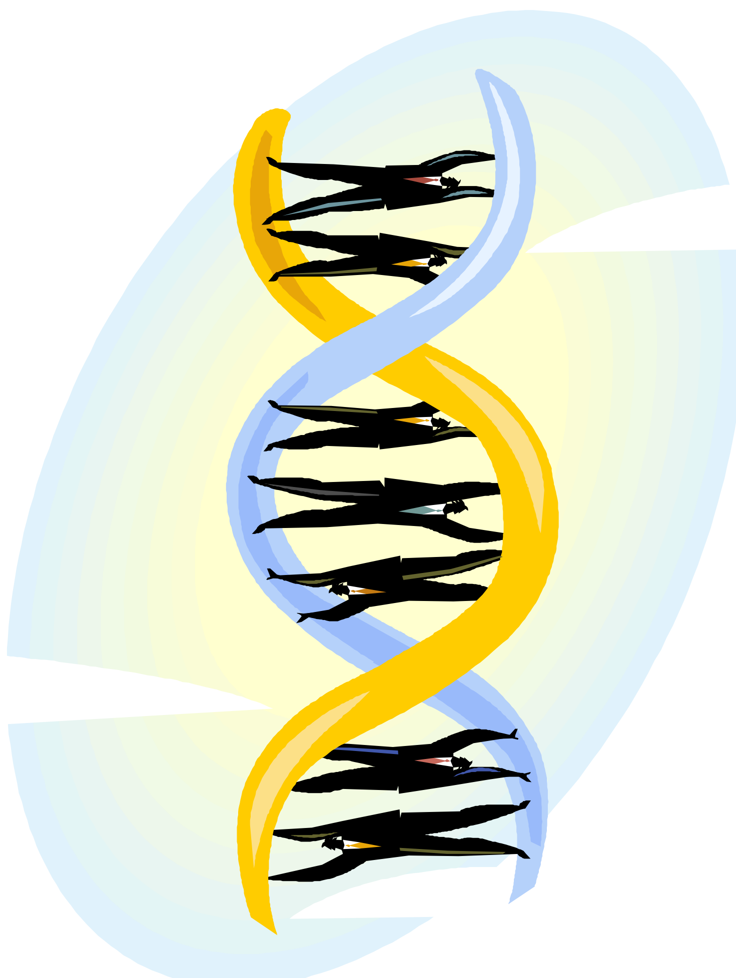
Participant Materials

The Linkage Leadership and Strategy Series

The Essence of Leadership

Featuring Warren Bennis



Participant Materials created by PBS The Business Channel in conjunction with Linkage, Inc.

Dear Participant

Welcome to the fourth program in the Linkage Leadership and Strategy Series. The seminar series is designed to bring four inspiring and influential business thinkers to your organization in a live and interactive manner.

Today's program, *The Essence of Leadership*, features Dr. Warren Bennis, noted author, policy advisor, and business consultant. As the model of top-down leadership is becoming obsolete in today's organization, Warren Bennis discusses how the "New Leadership" must encompass a new kind of alliance between the leaders and the led of an organization. In this program, you will be introduced to the success factors critical to moving past top-down leadership and leading organizations into the future. Specifically, the program provides insight on these competencies:

- coaching
- trust building
- strategic thinking
- values and ethics

Warren Bennis is one of the world's foremost authorities on the subject of leadership. He has authored or edited over 25 books, including the best selling books *On Becoming a Leader*, *Leaders*, and *Organizing Genius*. He has advised four United States presidents and top industrial leaders. He is a professor and founding chairman of the Leadership Institute at the University of Southern California.

During today's program, Warren will share characteristics of leaders that are uniquely poised to impart vision in today's business environment. These Participant Materials have been designed to complement Warren's presentation. Follow along and take notes. At specified points during the program you will be directed to respond to questions or compose your own to ask Warren during the Question and Answer segment scheduled toward the end of the program.

Learning is a mental activity that requires more than passively watching a speaker. Simply watching today's program will neither instill leadership skills and knowledge nor result in an immediate change in your organization's culture and strategic positioning.

Instead, becoming a strategic, visionary leader requires reflection, practice, and follow through. To further your learning, suggested pre-presentation activities can be found on page 3. Reinforcement post-presentation activities are found on page 24. These activities have been specifically identified to broaden your knowledge, as well as give you a head start in establishing a culture that nurtures the development of leadership skills in your organization's management team.

The Essence of Leadership

Table of contents

SECTION 1

Satellite Program Materials

What you will learn

By participating in this satellite presentation with Warren Bennis, you will be able to:

- Identify four expectations employees (constituents) have of their organization's leadership team and how leaders can best exceed those expectations through exhibiting four corresponding qualities.
- Describe the importance of establishing trust in the workplace and specific actions that build trust.
- Identify the results organizations enjoy as leaders demonstrate the four competencies.

Pre-presentation activities

- Read books authored by Warren Bennis:
    - *Leaders: The Strategies for Taking Charge/the 4 Keys to Effective Leadership* by Warren Bennis and Burt Nanus, Harper Business, 1997.
    - *Learning to Lead: A Workbook on Becoming a Leader* by Warren Bennis and Joan Goldsmith, Perseus Publishing, 1997.
    - *Managing People is Like Herding Cats* by Warren Bennis, Executive Excellence Publishing, 1999.
    - *On Becoming a Leader* by Warren Bennis, Perseus Publishing, 1998.
    - *Organizing Genius: The Secrets of Creative Collaboration* by Warren Bennis and Patricia Ward Biederman, Perseus Publishing, 1997.
    - *The Temporary Society: What is Happening to Business and Family Life in America Under the Impact of Accelerating Change* by Warren Bennis and Philip Slater, Jossey Bass Publishers, 1998.
    - *Why Leaders Can't Lead* by Warren Bennis, Jossey Bass Publishers, 1989.
    - *Co-Leaders: The Power of Great Partnerships* by Warren G. Bennis and David A. Heenan, John Wiley & Sons, 1999.

Pre-presentation activities continued

- In your own words, define what each of the following terms or phrases mean to you. Warren will be defining and using them frequently in the program.

  A sense of purpose that is *passionate*

  ____

  ____

  A sense of purpose that is in *perspective*

  ____

  ____

  A sense of purpose that is *meaningful*

  ____

  ____

  Authenticity

  ____

  ____

  Hardiness

  ____

  ____

- Complete the Leadership Assessment Instrument™ (LAI) which appears in Section 2 beginning on page 26. The LAI was researched and developed by Linkage Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

During this program

- ***Participate!*** Actively follow along by using these Participant Materials for your notes.
- Watch the video segments and take notes accordingly.
- Submit questions to be addressed by Warren Bennis during the question and answer session. Dr. Bennis will respond to questions in the latter third of the program. To submit questions, complete either the fax form found on page 52, or call in when prompted during the program.

Notes:

Introduction

"The truth is that no one factor makes a company admirable, but if you were forced to pick the one that makes the most difference, you'd pick leadership."

—Thomas Stewart
Excerpted from
"America's Most Admired Companies"
Fortune, March 1998

The business environment has changed considerably since the early days of the industrial revolution. The skills and competencies needed of leaders then are no longer applicable today. We are in a knowledge economy in which leaders can no longer command the workforce to work harder, smarter, or faster. Instead leaders must exhibit competencies that meet the needs and expectations of the organization's constituents. Today Warren Bennis presents four competencies that are critical to a leader's success in our knowledge economy.

During today's program, *The Essence of Leadership*, you will:

- Identify four expectations employees (constituents) have of their organization's leadership team and how leaders can best exceed those expectations through exhibiting four corresponding qualities.
- Describe the importance of establishing trust in the workplace and specific actions that build trust.
- Identify the results organizations enjoy as leaders demonstrate the four competencies.

More and more organizations are placing emphasis on recognizing, measuring, and developing leadership. Rightfully so, since research supports that those organizations that have "good leadership" have had significantly larger increases in stock price over a ten year period. So just what makes a leader "good?"

As the show begins, turn the page to the section entitled, "Basic premises."

Basic premises

"My job is to listen to, search for, think of, and spread ideas, to expose people to good ideas and role models...when self-confident people see a good idea, they love it."
—Jack Welch
Former CEO
General Electric

Warren Bennis has stated several times that there are two premises that lead to organizational success:

- *Premise One:* The key to future competitive advantage will be the organization's capacity to create the social architecture of generating intellectual capital.

- *Premise Two:* Leadership is the key to realizing the full potential of intellectual capital.

Surveys conducted by Kepner-Tregoe indicate that nearly two-thirds of the companies it had queried admitted to using less that half of their employees' brainpower. Consider the untapped opportunities! Today's effective leadership understands the potential and sees his or her role as nurturing an environment that values brainpower and unleashes intellectual capital.

Directions: Use the space below to take notes pertaining to the video clip featuring Jack Welch.

Attributes of a leader

Our understanding of leadership continues to evolve. There is no clear-cut authority. Instead there are well-known, respected researchers and business strategies that have examined various aspects of leadership.

Warren Bennis predicts that in tomorrow's world exemplary leaders will be distinguished by their mastery of the softer side: people skills, taste, judgment, and, above all, character.

Upon closer examination of prominent, successful leaders, Warren has gleaned four qualities that leaders exude. They display a strong sense of purpose, have authenticity and integrity, have resilience or "hardiness" and have a propensity toward action, risk, curiosity, and courage.

Exemplary leadership satisfies needs of the constituents it serves. These constituents may be employees, colleagues, shareholders, and even board directors. These groups have four needs that once they are fulfilled, then productivity soars and intellectual capital is unleashed.

Throughout today's session, Warren will be building the graphic below. It lists constituents' needs in the left column, and identifies corresponding core leadership qualities in the right column.

Exemplary Leadership

Needs of Constituents	Values of Leaders
• Meaning/Direction	• Purpose
• Trust	• Authenticity/Integrity plus Tripod
• Hope/Optimism	• "Hardiness"
• Results	• Bias toward Action, Risk, Curiosity, & Courage

Let's begin by studying "purpose" and what it encompasses.

Purpose

"Effective leaders bring: 1) passion, 2) perspective, and 3) significance (or meaning) to the process of defining organizational purpose."
—Warren Bennis

Exemplary Leadership

Needs of Constituents	Values of Leaders
• Meaning/Direction	• Purpose
• Trust	
• Hope/Optimism	
• Results	

Minds, like parachutes, work better when they're open.

Passion

Effective leaders are often recognized by their passionate commitment to the organization. In fact, "the time and energy devoted to work demand a commitment and conviction bordering on love." As Jacques Nasser, CEO of Ford Motor Company points out "Passion creates the energy and drive required for any firm to grow. Having a passion for the business means that you enjoy balancing the many demand you face."

Perspective

Most people within an organization seek confidence that their leaders not only know what's next, but also know what will happen after that. As Wayne Gretsky, retired professional hockey player was quoted in the Great One, "It isn't where the puck is; it's where the puck will be." Having the ability to stay ahead and anticipate events and trends enables leaders to satisfy the expectations of constituents. Specifically, perspective entails:

- ➢ Staying ahead of the game
- ➢ Discernment
- ➢ Insight
- ➢ Anticipation

Please turn the page for an exercise in perspective.

Perspective continued

Directions: So how does a leader gain perspective? How can you refine your perspective? Respond to these questions as they are posed by Warren Bennis.

1. How open are you to "reflective backtalk?"

2. Are your "eyebrows continually raised" in avid curiosity about the world, spotting new patterns, new inflection points in demography, sociology, markets, technology, and regulations?

3. Can you invent sabbaticals? Or conferences like this one? Or reflective structures?

4. How many new experiences, passions, friends, or careers have you had/made during the past two years?

5. How many movies, plays, novels and books have you seen or read this year?

6. Are you aware of how you learn?

Meaning

The third component of purpose is meaning. Specifically, meaning is comprised of:

- Consequential
- Significant
- Resonant
- "Purpose beyond oneself"

Directions: Use the space below to take notes pertaining to the video clip featuring John Scully.

A review of what we've learned about purpose...

- Effective leaders have an innate purpose in everything they do. This purpose is passionate, has perspective, and possesses meaning.
- Passion is comprised of conviction, commitment, and resolve. Tireless energy is one of its characteristics.
- Perspective entails staying ahead of the game, discernment, insight, and anticipation. It's a sense of knowing "where the puck is going to be."
- There are ways to nurture your sense of perspective. Effective methods include practicing reflection and conscious awareness.
- Meaningful purpose is consequential, significant, and resonant and demonstrates "purpose beyond oneself."

Authenticity and integrity

Exemplary Leadership

Needs of Constituents	Values of Leaders
• Meaning/Direction	• Purpose
• Trust	• Authenticity/Integrity plus Tripod
• Hope/Optimism	
• Results	

Constituents want to trust their leaders and conversely they long for their leaders' trust. The surge in downsizing, mergers, and acquisitions has resulted in many constituents distrusting management. Authenticity and integrity are the result of balanced attention to competence, ambition, and "moral compass."

Directions: Use the space below to take notes pertaining to the video clip.

Authenticity and integrity continued

Distrust has become commonplace. In fact, a recent bulletin board posted on the Internet listed six precepts that leaders can no longer take for granted:

- Tell you how long we'll be in business.
- Promise another company won't buy us.
- Promise there'll be room for promotion.
- Promise you have a job until retirement.
- Promise there will be money in your pension.
- Expect your undying loyalty, and we aren't sure we want it.

While the list may have been created with "tongue in cheek" there is an element of truth. What is your reaction to the points noted on the bulletin board?

With distrust so prevalent and yet trust being core to a leader's success, how can a leader build trust? It begins with understanding the five "C's of Trust" as noted below:

1. Competence
2. Constancy
3. Caring
4. Candor
5. Congruity

Directions: Use the space below to take notes while Warren Bennis elaborates on each of the Five Cs for building trust.

A review of what we've learned about <u>authenticity and integrity</u>…

- Distrust is a growing phenomenon in the American culture. Changes in the business environment have resulted in a new set of rules; rules which seem to undermine trust and loyalty.
- Authenticity and integrity are achieved through demonstrating balanced ambition, "moral compass," and competence.
- Trust has five core elements: competence, constancy, caring, candor, and congruity.
- Despite the prevalence of distrust, constituents long to trust their leaders and one another. Effective leaders overcome the obstacles and demonstrate an ability to extend trust and warrant trust in return.

Hardiness

Exemplary Leadership

Needs of Constituents	Values of Leaders
• Meaning/Direction	• Purpose
• Trust	• Authenticity/Integrity plus Tripod
• Hope/Optimism	• "Hardiness"
• Results	

Hope combines “agency” of goal-directed determination with the ability to generate the means of reaching the goal. Effective leaders exhibit a “hardiness” that never wanes, that is full of confidence, and continually renews and invigorates the people around them.

Directions: Use the space below to take notes while Warren Bennis elaborates on “hardiness.”

A review of what we’ve learned about hardiness…

- Hardiness is the notion that things will generally work out well, and a confidence that one can influence the circumstances of one’s life.

Bias toward action, risk, curiosity, and courage

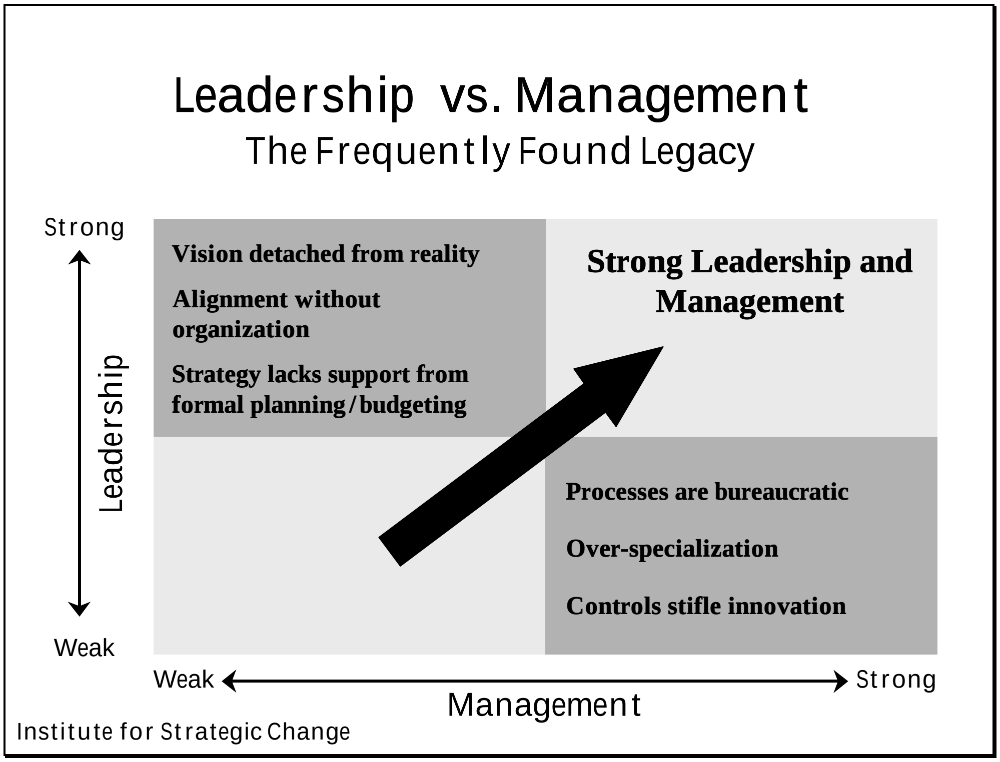
Exemplary Leadership

Needs of Constituents	Values of Leaders
• Meaning/Direction	• Purpose
• Trust	• Authenticity/Integrity plus Tripod
• Hope/Optimism	• "Hardiness"
• Results	• Bias toward Action, Risk, Curiosity, & Courage

Constituents, especially shareowners, expect results from an organization and its leadership. A core competency related to achieving results is having an overt bias toward action, risk, curiosity, and courage. While analysis and careful planning are important, if you're unable to "pull the trigger," then you often miss the opportunity. As Wayne Gretsky points out, "You miss 100% of the shots you don't take."

Summer Redstone, Chairman of Viacom, succinctly illustrated this competency when he was quoted as saying, "My basic instinct was right…which was to ride the escalator of home entertainment, to be the world's provider of software…that's why we bought Blockbuster. I'm more of a catalyst than a manager. I think like an entrepreneur."

Often the terms "leadership" and "management" are used interchangeably. There are distinct differences. You can have strong management but poor leadership. Take a moment and examine the graphic below.



Directions: Use the space below to take notes while Warren Bennis elaborates on "bias toward action, risk, curiosity, and courage."

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____

____

A review of what we've learned about a <u>bias toward action, risk, curiosity, and courage</u>...

- Constituents expect results.
- Therefore, constituents expect leaders to make sound decisions while demonstrating a propensity to expect, demand, take, and reward action, risk-taking, curiosity, and courage.

Wrap up

In today's session, Warren Bennis introduced four expectations constituents have of their leaders and the corresponding qualities that effective leaders possess. But what are observable results when leaders demonstrate these competencies? The graphic below expands the chart you have seen built throughout the session. However, it now has a third column on the right. Take a moment and examine what results are achieved when leaders exhibit the four core qualities.

Exemplary Leadership

Needs of Constituents	Values of Leaders	To Help Create:
• Meaning/Direction	• Purpose	• **Clear Goals and Objectives**
• Trust	• Authenticity/Integrity plus Tripod	• **Reliability and Consistency**
• Hope/Optimism	• "Hardiness"	• **Energy and Commitment**
• Results	• Bias toward Action, Risk, Curiosity, & Courage	• **Confidence and Creativity**

Question and answer session

- If participating in the live presentation of this program, call in or fax your question to Warren Bennis using the question sheet on page 52.
- If you are taking part in an encore presentation of this program, share your questions with the seminar coordinator and your colleagues.

When the session has concluded...

- Turn to the end of these materials. Complete the participant evaluation form on page 53 and give it to your Site Coordinator.

  Your feedback is valuable in ensuring the integrity of this and future programs. We take pride in providing relevant, thought-provoking, and enlightening programs. But we rely on you to help us make it happen!
- Take a few minutes to check your understanding of the key points presented during the session. Turn to the Self-Check on page 21 and compare your responses to those provided following the quiz.
- To further reinforce your understanding of today's content, as well as hone other aspects of your leadership skills, complete the suggested post-presentation activities on page 24.

Post-presentation self-check

Curious how well you've mastered the content from today's program? Take a few minutes to complete this self-check. An answer key follows (page 23), but don't cop out and peek before making an earnest attempt to complete the self-check on your own!

Part 1

Directions: Complete the following true/false items.

1. ___ Warren Bennis concludes that unleashing intellectual capital is best achieved through strong leadership.
2. ___ Warren Bennis predicts that "softer" competencies will have less influence on a leader's success than technical competency.
3. ___ Authenticity and integrity are established by possessing at least two of these three attributes: moral compass, competence, and ambition.
4. ___ Factors that generate trust are competence, constancy, caring, congruity, and communication.
5. ___ Removing the organizational barriers and the fear that cause people to keep bad news from the boss is an example of building trust through candor.
6. ___ A hopeful leader is likely to say, "There are some situations and obstacles we have to accept."
7. ___ While leaders can provide meaning, build trust, and foster hope, without organizational results, their actions are futile and of little value.
8. ___ Exemplary leaders with a bias toward action create a climate that tolerates missed shots yet demands that everyone continues to take them.
9. ___ Unleashing intellectual capital is achieved through supporting people's growth and creating an environment where they constantly learn.
10. ___ Leadership perspective is constant and varies minimally over time; hence, it cannot be nurtured and developed.

(continued)

Post-presentation self-check continued

Part 2

Directions: Consider the four qualities of exemplary leaders (page 8) that Warren Bennis described in detail.

11. Which qualities are you most comfortable in nurturing?

12. What aspect of that quality appeals to you?

13. What definitive steps will you take to incorporate that quality in your daily routine?

14. How will you measure your progress?

15. How will you reward your progress?

Self-check answer key

Part 1

Directions: Complete the following true / false items.

1. T Warren Bennis concludes that unleashing intellectual capital is best achieved through strong leadership.
2. F Warren Bennis predicts that “softer” competencies will have less influence on a leader’s success than technical competency. *False: Warren predicts “softer” competencies will have more prominence and greater importance in the future.*
3. F Authenticity and integrity are established by possessing at least two of these three attributes: moral compass, competence, and ambition. *False: authenticity and integrity require a balance of moral compass, competence, and ambition. Possessing two is insufficient for achieving long-term success.*
4. F Factors that generate trust are competence, constancy, caring, congruity, and communication. *False: The fifth C is candor; not communication.*
5. T Removing the organizational barriers and the fear that cause people to keep bad news from the boss is an example of building trust through candor.
6. F A hopeful leader is likely to say, “There are some situations and obstacles we have to accept.” *False: A hopeful leader is prone to say, “There are ways around any problem or obstacle.” While they recognize limitations, hopeful leaders do not accept complacency and acquiescence.*
7. T While leaders can provide meaning, build trust, and foster hope, without organizational results, their actions are futile and of little value.
8. T Exemplary leaders with a bias toward action create a climate that tolerates missed shots yet demands that everyone continues to take them.
9. T Unleashing intellectual capital is achieved through supporting people’s growth and creating an environment where they constantly learn.
10. F Leadership perspective is constant and varies minimally over time; hence, it cannot be nurtured and developed. *False: Perspective is fluid and can be nurtured through conscious attention and reflection.*

Part 2

Answers for questions 11 through 15 will vary.

Post-presentation activities

- Complete and submit the participant evaluation form found on page 53.
- Complete and self-score the Post-Presentation Self-Check provided on page 21.
- Reread these Participant Materials and review your notes.
- Read, if you haven't already done so, books authored by Warren Bennis. The titles include:
    - *Leaders: The Strategies for Taking Charge/the 4 Keys to Effective Leadership* by Warren Bennis and Burt Nanus, Harper Business, 1997.
    - *Learning to Lead: A Workbook on Becoming a Leader* by Warren Bennis and Joan Goldsmith, Perseus Publishing, 1997.
    - *Managing People is Like Herding Cats* by Warren Bennis, Executive Excellence Publishing, 1999.
    - *On Becoming a Leader* by Warren Bennis, Perseus Publishing, 1998.
    - *Organizing Genius: The Secrets of Creative Collaboration* by Warren Bennis and Patricia Ward Biederman, Perseus Publishing, 1997.
    - *The Temporary Society: What is Happening to Business and Family Life in America Under the Impact of Accelerating Change* by Warren Bennis and Philip Slater, Jossey Bass Publishers, 1998.
    - *Why Leaders Can't Lead* by Warren Bennis, Jossey Bass Publishers, 1989.
    - *Co-Leaders: The Power of Great Partnerships* by Warren G. Bennis and David A. Heenan, John Wiley & Sons, 1999.
- Reflect and respond to these questions:

    1. Consider the four competencies that Warren discussed during the program when responding to each of the following questions. The four competencies are:
        - Have a sense of purpose that has passion, perception, and meaning
        - Demonstrate authenticity and integrity
        - Demonstrate "hardiness"
        - Have a bias toward action, risk, curiosity, and courage

        a. Which do you regard as most important for the work you do?

        ____

        ____

Post-presentation activities continued

b. Which do you feel represents one of your strengths?

____

____

c. Which do you feel you need to work on the most?

____

____

d. How can you improve the competency(ies) which you have identified as needing the most work?

____

____

2. What can you do differently tomorrow as a result of participating in this session?

____

____

3. Think for a minute about your own defining moments as a leader. Can you use any of these moments as stories that will aid the development of others?

____

____

- Examine the suggested activities excerpted from the Leadership Development Guide and provided in Section 3 beginning on page 35. These activities were researched and developed by Linkage Inc. in partnership with Dr. Warren Bennis. Select those opportunities and/or resources that interest you, best meet your development needs and are consistent with any constraints (such as time or finances) you may have.

SECTION 2

Leadership Assessment Instrument™

About the Leadership Assessment Instrument™

The Leadership Assessment Instrument™ (LAI) was researched and developed by Linkage, Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or *competencies*, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

The five categories the instrument assesses are:

1. Focused drive,
2. Emotional intelligence,
3. Building trust/enabling others,
4. Conceptual thinking, and
5. Systems thinking.

Each competency and each skill has a definition and an associated set of behaviors that demonstrate that competency or skill. Additionally, each competency is described by ten of these behaviors and each skill by five. Furthermore, the ten behaviors for each competency are organized into two groups of five, each corresponding to a component of that competency.

Let's take a closer look at the five competency categories in greater detail.

Focused Drive

The competency of focusing on a goal and harnessing your energy in order to meet that goal—a balance between the components of:

- <u>Focus</u>: The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision.
- <u>Drive</u>: The ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance.

Emotional Intelligence

The competency of understanding and mastering your emotions (and those of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness—a balance between the components of:

- <u>Perception</u>: The ability to read the emotions and thoughts of others through the use of insight and analytical skills.
- <u>Emotional Maturity</u>: The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

Trusted Influence

The competency of evoking trust from others and placing trust in others enabling them to succeed—a balance between the components of:

- Commitment: The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals or values.
- Empowerment: The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching.

Conceptual Thinking

The competency of conceiving and selecting innovative strategies and ideas for your organization—a balance of the components of:

- Innovation: The ability to create/enhance ideas, products, and services that lead to bottom-line success.
- Big-Picture Thinking: The ability to see all of the forces, events, entities, and people that are affecting (or are being affected by) the situation at hand.

Systems Thinking

The competency of rigorously and systematically connecting processes, events and systems—a balance between the components of:

- Mental Discipline: The ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action.
- Process Orientation: The ability to increase overall learning and performance by designing, implementing, and/or connecting processes.

While today's program is most relevant to conceptual thinking, having an awareness of your rating in each area provides insight and may make today's program more meaningful. Instructions for completing and scoring the assessment are provided on the following pages.

Leadership Self-Assessment

Purpose and overview

The purpose of this Leadership Self-Assessment is to provide a leadership profile based on the competencies necessary for strong, superior leadership. The data that you provide will enable you to construct a profile, complete with areas of strength and areas for future development.

Please complete the instrument by assessing your own behaviors and skills according to the directions below. Be honest—the more rigorous you are, the better you can target your developmental needs. Remember, the instrument is meant to assess how you believe that you actually are; not how you think that you should be.

Directions

For each of the 50 items listed on the following pages, consider how much the stated behavior characterizes your own behaviors, thoughts, intentions, or skills in on-the-job situations, and then rate yourself in the space provided according to the following scale:

3 = I often demonstrate this behavior

2 = I sometimes demonstrate this behavior

1 = I hardly ever demonstrate this behavior

Use the enclosed answer sheet (page 33) to record your answers. After recording your answers, add up the totals for each competency on page 33 and then transfer the overall competency scores to the competency profile sheet on page 34.

Leadership Self-Assessment

1. I balance multiple tasks and prioritize when faced with limited time and/or resources.

2. I create a positive environment—even when it appears "all is lost"—by expressing optimism and offering encouragement to team members.

3. I keep a mental record of every commitment that I make and follow through on my promises.

4. I steer through ambiguity and "information clutter" to resolve complex problems.

5. I ask questions to try to piece together "unrelated" information, events, etc.

6. I build momentum by spending 90 percent of my time on the top 10 percent of my priority list.

7. I view my "wins" with pride and humility.

8. I operate by a value-driven work philosophy that is grounded on clear principles.

9. I adhere to a disciplined process for sorting out alternatives and arriving at the best option when approaching a problem or project.

10. I make connections between and among information, events, etc. that reveal key issues, problems, or opportunities.

11. I display single-mindedness in unstoppably directing my energy at specific targets.

12. I persuasively and effectively reassure teams and/or individuals in the face of setbacks or seemingly insurmountable obstacles.

13. I identify and find ways to meet the needs, expectations, and wants of others up, down, and across the organization.

14. I test ideas and assumptions by carefully reviewing ideas with thought leaders and critical thinkers within my organization.

15. I do not accept a problem at face value, but search for the less obvious underlying factors driving the problem.

16. I find a way to "get it done" and will sacrifice personally to reach the goal line.

17. I have a thorough understanding of my own emotions and feelings and how they impact the situation at hand.

18. I give people a sense of personal fulfillment by recognizing their individual contributions in the achievement of a goal.

Leadership Self-Assessment continued

19. I consult outside resources (e.g., magazines, and databases) in order to identify where my company, my industry, and the market are moving and to size up new business opportunities.

20. I take into account the potential implications of a decision on other people/departments within the organization before moving forward.

21. I stay the course mentally despite potential distractions and disruptions to my primary focus.

22. I control and selectively display my emotions and feelings in a beneficial way (e.g., I successfully channel my anger).

23. I help build shared goals and values to reinforce individual commitment to the organization.

24. I create viable new business ideas by thinking "out of the box," as well as in a sound business fashion.

25. I build and connect processes within my organization to assure that implementation remains constant and reliable.

26. I display stamina, energy, and intensity in achieving high standards of performance.

27. I express myself in consistent moods that invite participation and further communication with others.

28. I provide honest, clear feedback by focusing on the issue (and not the person) so that the person will accept and consider the feedback.

29. I ask "What if?" questions and play out scenarios to test new business ideas that challenge the status quo.

30. I assure that new ideas are integrated with established procedures/processes so that the organization can digest the new ideas.

31. I act decisively, with a passion for making things happen.

32. I recognize and consider the emotions and feelings of others before taking action.

33. I articulate a goal or vision and motivate others to help me reach that goal/vision.

34. I have the ability to create unorthodox or revolutionary concepts that have growth or profit potential.

35. I create synergy by involving the "right people" in all phases of work design and operational implementation.

Leadership Self-Assessment continued

36. I demonstrate boldness in striving for ambitious goals rather than settling for the safety of achievable results.

37. I treat different people differently, with appropriate amounts of candor and sensitivity depending on each individual's own unique makeup.

38. I create shared responsibility among team members by building participation in decision making and delegating key tasks/functions.

39. I take the time to check whether a new idea is feasible before proceeding.

40. I pull together disparate ideas to create clear themes and pathways that may alleviate the confusion and anxiety of others.

41. I seek—and find—creative solutions to obstacles blocking the path to the goal line.

42. I accept rejection with grace and renewed determination, modeling to others how to handle failure.

43. I display trust in others by giving them additional responsibilities—and providing them with the appropriate tools and resources necessary to carry those responsibilities out.

44. I seek better solutions to problems instead of falling back on established protocol.

45. I demonstrate a commitment to continuous learning by documenting critically important action steps, i.e., I try to make sure that my organization does not "reinvent the wheel."

46. I effectively communicate the critical nature of the goal in a way that allows others to focus on that goal, as well.

47. I offer solutions, suggestions, and constructive criticism to others while also remaining open to additional possibilities.

48. I successfully help individuals and teams reach higher levels of performance, e.g., by displaying confidence in them at critical junctures.

49. I act receptive to the new ideas of others and try to improve or enhance them in a non-threatening manner.

50. I see an entity (e.g., my organization) not merely as a collection of isolated processes and parts, but as a unitary whole of interconnected processes.

Leadership Self-Assessment answer sheet

Focused Drive	Emotional Intelligence	Building Trust/ Enabling Others	Conceptual Thinking	Systems Thinking
1. ________	2. ________	3. ________	4. ________	5. ________
6. ________	7. ________	8. ________	9. ________	10. ________
11. ________	12. ________	13. ________	14. ________	15. ________
16. ________	17. ________	18. ________	19. ________	20. ________
21. ________	22. ________	23. ________	24. ________	25. ________
26. ________	27. ________	28. ________	29. ________	30. ________
31. ________	32. ________	33. ________	34. ________	35. ________
36. ________	37. ________	38. ________	39. ________	40. ________
41. ________	42. ________	43. ________	44. ________	45. ________
46. ________	47. ________	48. ________	49. ________	50. ________

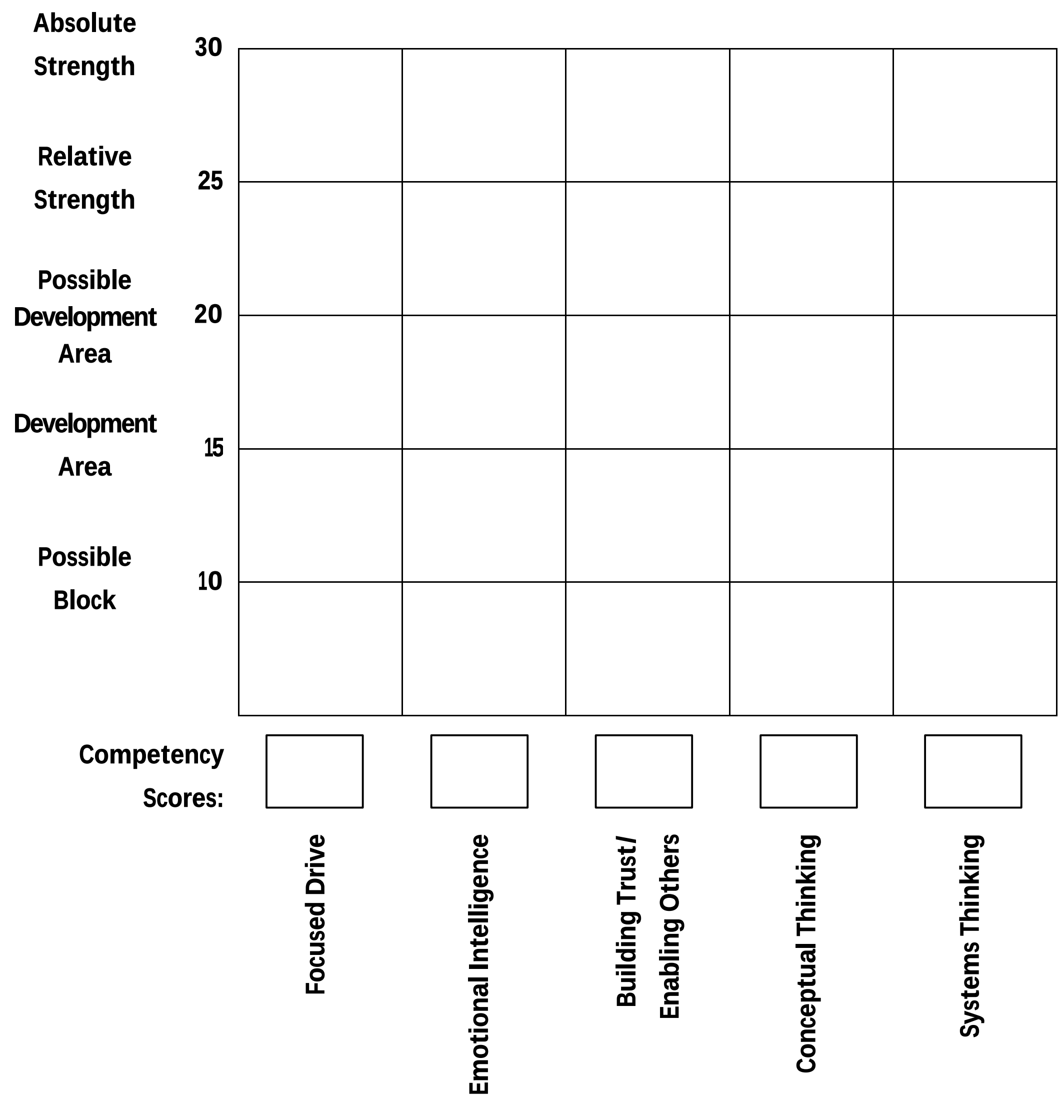
TOTALS:

________	________	________	________	________

Individual Development Planning:
Leadership Competencies

Competency Profile Sheet

1. Transfer your overall competency scores from the answer sheet to the corresponding boxes below.
2. Plot points on the graph using the scale on the left.
3. Connect the dots to see your overall competency profile.



SECTION 3

Leadership Development Guide

The following activities are excepts from the Leadership Development Guide, a guide researched and developed by Linkage, Inc. in partnership with Dr. Warren Bennis. These activities were selected because of their relevance to today's program.

Developing the Competency of Emotional Intelligence: The Perception Component

Definition

The ability to read the emotions and thoughts of others through the use of insight and analytical skills.

Behaviors

- Exhibits consideration of the feelings of others when/before taking action
- Treats each person differently according to his/her own unique makeup
- Takes into account the impact of emotions and feelings on a situation
- Understands the various psychological and emotional needs of people
- Considers the impact of own behavior/decisions on other people

Exercise: Planning Ahead

1. Select a conversation or meeting you will be participating in soon.
2. Answer these questions regarding those who will be present, including yourself.
   - How will each person be feeling about the conversation or meeting?
   - What will each person be needing from the conversation or meeting?
   - What will each person be expecting to get out of the conversation?
3. Based on your answers, identify what you will do differently (or not do at all) in the conversation or meeting. You might consider:
   - Whether different people feel differently about the conversation
   - Whether people's needs outstrip their expectations
   - Whether people's expectations are consistent with one another

Daily Practices

- Practice compassion in response to others' poor behavior by resisting the instinct to respond in kind. Instead, try to understand the needs and feelings that generated the poor behavior and do what you can to address them.

  To take a common example, if you believe someone has just lashed out at you, resist the urge to take it entirely personally and respond unkindly. Instead, consider what part of work conditions, environment, or situation may be contributing to this person's stress level and respond with empathy and an eye toward reducing that stress.

- Before conversations or meetings, or when someone approaches you spontaneously, "assess" each person who will be present by asking:

  - How is each person feeling right now?
  - What does each person need from this conversation or meeting?
  - What does each person expect from this conversation or meeting?

  Based on your answers, plan or adjust your participation accordingly.

- Practice observing others' body language and other nonverbal signals. To do this, ask yourself:

  - What kinds of body language is this person (or people) displaying?
  - What might this language mean?
  - How consistent is the body language with what is being said?

  Entire books are devoted to nonverbal communication, but the two examples below are useful starting points for those desiring to improve their abilities to "read" others.

Activities, Assignments, and Projects

- Volunteer in the community as a big brother or sister, or in your organization as a mentor or coach.

- Participate on a team chartered with improving the quality of life in your workplace, or with addressing issues of "work-life balance."

- Volunteer for community work that requires considerable interaction with diverse groups of people.

- Seek opportunities to provide coaching and mentoring in your organization. Maintain a coach's journal in which you record and update profiles of each person you coach with the purpose of deepening your understanding of their governing values, motivations, and needs.

Readings and other self-study resources

- Cooper, Robert K., and Sawaf Ayman, *Executive EQ: Emotional Intelligence in Leadership and Organizations.* Grosset/Putnam, 1996. Science is proving that it is the Emotional Quotient, EQ, more than IQ or raw brainpower alone that underpins many of the best decisions, the most dynamic businesses, and the most satisfying and successful lives. Cooper's argument is based on an innovative synthesis of current research and the experience of leaders worldwide.
- Covey, Steven R., *The Seven Habits of Highly Effective People—Powerful Lessons in Personal Change.* Simon & Schuster, 1994. This book presents a holistic, integrated, principle-centered approach for solving personal and professional problems. With insights and anecdotes, the author reveals a step-by-step guide for living with fairness, integrity, honesty, and human dignity —principles that provide the security needed to adapt to change, and the wisdom and power to take advantage of the opportunities that change creates.
- Goleman, Daniel, *Emotional Intelligence.* Bantam Books, 1995. Is IQ destiny? Not nearly as much as we think. The author argues that our view of human intelligence is far too narrow, ignoring a crucial range of abilities that matter immensely in terms of how we do in life. His argument is based on an original synthesis of current research, including new insights into the brain architecture underlying emotion and rationality. He shows precisely how emotional intelligence can be nurtured and strengthened in all of us.
- Keirsey, David, and Marilyn Bates, *Please Understand Me: Character and Temperament Types.* Prometheus Nemesis, 1984. This book defines personality differences into 16 portraits. These portraits are useful, not only in understanding others and yourself, but also in helping to predict how people may communicate and interact with one another.
- Tannen, Deborah, *You Just Don't Understand: Women & Men in Conversation.* Ballantine Books, 1991. Tannen's considerable research and likely examples create a highly readable book aimed at improving our understanding of gender role in shaping communication styles and preferences.

Developing the Competency of Emotional Intelligence: The Emotional Maturity Component

Definition

The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

Behaviors

- Creates a positive environment through the use of sincerity and optimism
- Demonstrates maturity in reassuring teams and/or individuals in the face of setbacks
- Demonstrates an ability to control and filter emotions in a constructive way
- Models how to handle failure by accepting setbacks with grace and renewed determination
- Expresses self in consistent moods that invite participation and further communication

Exercise: Identifying Your Hot Buttons

This exercise uses the concept of "hot buttons": those issues or things that "send us off the deep end," into anger, frustration, or both.

1. Write down every instance in the last week in which you became very angry or very frustrated, either on or off the job.

2. For each instance, describe what specifically about the situation "set you off." For example, it might have been how someone behaved, the appearance of unforeseen obstacles, or a high level of stress.

3. For each instance, describe how exactly you expressed your feelings, and what the outcome was.

4. Look for patterns in the precipitating event. Are there certain situations that tend to throw you off balance? How do you typically respond to such "hot button" situations?

5. Think about what you can do differently in such situations. Resolve to change your response, and practice it whenever the situation recurs.

Option: A variant of this exercise is to chart your emotional state at regular intervals, whether hourly or daily. After you have ten or more data points, you can begin to look at the high and low points, trying to identify what was going on that led to those emotional states.

Daily Practices

- Before conversations or meetings, or when someone approaches you spontaneously, "assess" yourself by asking:
  - How am I feeling right now?
  - What do I need from this conversation or meeting?
  - What do I expect from this conversation or meeting?

  Based on your answers, plan or adjust your participation accordingly.

- When confronted with a stressful situation, we're usually better off not trying to control the situation. What we can do, however, is be prepared for the worst that the stressful situation might bring.

  Try this practice: When you are in a stressful situation, ask yourself (or your team), "What is the worst thing that can happen?" Then determine what you will do if this eventuality comes to pass. Once you've done so, put the worst-case eventuality out of your mind, confident that you have a response prepared.

- There's a saying, "God grant me the strength to change the things I can, the humility to recognize the things I can't, and the wisdom to know the difference."

  This maxim provides simple directions for dealing with stressful situations: First, ask yourself which aspects of the situation you can control and which you can't. Having done so, renounce your efforts to control the uncontrollable, and focus on addressing those aspects of the situation that are in your power to change.

- Encourage yourself and others to appreciate the positive side of difficult situations. Two ways to do this are:
  - After receiving bad news or failing to achieve a goal, or when you face obstacles, ask yourself and those around you, "What can we learn from this?" and/or "How can we turn this situation to our advantage?"
  - After every day, and especially after difficult days, make a list of just three things you are grateful for having happened during the day. These might include a satisfying conversation with a colleague, having passed some milestone, having learned something new, or (we're serious) just a particularly fine Spring day.

Activities, Assignments, and Projects

- Seek an assignment in a sales role, where people receive constant feedback on their performance (made or lost sales), experience failure (such as lost sales and unreturned calls), regularly and succeed only by pulling themselves up off the ground and moving on to the next prospect or lead. Use the assignment as a chance to practice how you respond to obstacles, successes, and failures.

- Volunteer to coach a peer or direct report in an area where you have expertise and experience that they lack. Use this opportunity to practice both being gracious about your successes and motivating others to persevere in the face of difficulties.

- Conversely, ask a peer or your manager to coach you in an area where they are strong and you are not. Use this opportunity to practice receiving feedback, and learning from and persevering in the face of setbacks.

- Volunteer to coach a team in a youth athletic league. Concentrate on how you help the team members respond in a balanced way to the experiences of winning and losing.

Readings and other self-study resources

- Barner, Robert W., Crossing the Minefield: Tactics for Overcoming Today's Toughest Management Challenges. AMACOM, 1994. This book provides strategies for staying motivated, energized, and efficient.
- Bolton, Robert, and Dorothy Grover Bolton, Social Style/Management Style. AMACOM, 1984. Based on the authors' feelings that "the best managers excel at being what they are rather than at trying to be about what they are not," the Boltons take a business-oriented approach to interpersonal relationships. They attempt to show the reader how to assess various behavior patterns in him/herself and others, and use that knowledge to predict how others will react in specific situations. Based on the Boltons' extensive research, four basic social styles are identified, and the authors attempt to show the reader how to use his or her style to manage others more effectively, set appropriate life goals, identify career paths, and more.
- Cooper, Robert K., and Sawaf Ayman, Executive EQ: Emotional Intelligence in Leadership and Organizations. Grosset/Putnam, 1996. Science is proving that it is the Emotional Quotient, EQ, more than IQ or raw brainpower alone that underpins many of the best decisions, the most dynamic businesses, and the most satisfying and successful lives. Cooper's argument is based on an innovative synthesis of current research and the experience of leaders worldwide.
- Costly, Dan L., and Ralph Todd, Human Relations in Organizations (3rd ed.). West Publishing, 1987. This book focuses on the behavior of individuals in organizations. Its emphasis is on the skills needed for effective leadership, including the abilities to communicate, understand human needs, cope with conflict and frustration, motivate others, use authority, and increase group productivity.

Readings and other self-study resources continued

- Goleman, Daniel, *Emotional Intelligence.* Bantam Books, 1995. Is IQ destiny? Not nearly as much as we think. The author argues that our view of human intelligence is far too narrow, ignoring a crucial range of abilities that matter immensely in terms of how we do in life. His argument is based on an original synthesis of current research, including new insights into the brain architecture underlying emotion and rationality. He shows precisely how emotional intelligence can be nurtured and strengthened in all of us.
- Hazelton, Deborah, *Solving the Self-Esteem Puzzle* . Health Communication, Inc., 1991. This book shows how to build self-confidence and reclaim a sense of self-worth. It is designed to help you focus on your relationship to self, others, your environment, and to explore your sense of purpose.
- Jaffe, Dennis T., and Cynthia D. Scott, *From Burnout to Balance: A Workbook for Personal Self-Renewal.* McGraw-Hill, 1984. This book provides the techniques that prevent or overcome burnout and suggests those measures easiest to incorporate into life situations. Each chapter presents a problem area followed by a self-assessment questionnaire and instruction in the self-management skills that can preserve one's health and ensure a creative and productive existence.
- Seligman, Martin E.P., *Learned Optimism.* Pocket Books, 1990. This book delves into the research about how people attribute the causes of failure and success, and how that affects their performance and the rest of their lives. It is designed to help you think about healthier ways to deal with failure or success.
- Parikh, J., *Managing Yourself: Management by Detached Involvement,* Blackwell Publishing. 1994. This is a self-help guide to stress management for the executive.

Developing the Competency of Trusted Influence: The Commitment Component

Definition

The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals or values.

Behaviors

- Motivates others by articulating a clear goal or vision
- Builds commitment by fulfilling/completing what is reasonably expected by peers, reports, and so on
- Praises individual contributions to a collective effort
- Strives to follow through on commitments made
- Helps build shared goals and values to reinforce individual commitment to the organization

Exercise: Keeping a Commitment Log

- Keep a log of all commitments you make—both large and small—over the course of a week. (You'll probably be surprised at how many you make every day.) For each commitment, record whether you kept it, missed it, or fulfilled it late. If it was missed or fulfilled late, record the reason this happened.

- Review the log and
  - Determine the percentage of commitments you are able to keep. Continue the log, trying over time to increase the percentage of commitments kept.
  - Review the reasons for missed or late commitments, and try to determine whether there are common causes for the missed commitments. (Typical causes include over-committing, committing under duress, underestimating time or difficulties, lack of resources, and changing circumstances.)

  If there is a common cause or causes, seek to address the causes directly or to anticipate them the next time you consider a commitment.

Exercise: The Missed Commitment

1. Think about a commitment that someone recently made to you, but didn't meet.
   - What did the person commit to?
   - Why do you think he or she failed to meet the commitment?

2. Now, recollect the conversation you had at which the commitment was made.
   - Did you express the request clearly, especially in terms of specific requirements that had to be met?
   - Did you ask for specific milestones, deadlines, delivery dates, and/or completion dates agreed to?
   - Did you ask what support he or she needed from you or others?
   - Did you check to see how he or she felt about making the commitment (e.g., confident, overwhelmed, stressed, excited)?
3. The quality of the conversation in which a commitment is made is the single most important factor in whether the commitment is met. If you answered "no" to any of these questions, you may have some share of responsibility for the missed commitment.
4. Next time you have a "conversation for commitment" with one of your people, be sure to address these four issues:
   - Specific requirements that need to be met
   - Specific milestones, deadlines, delivery dates, and/or completion dates
   - Support needed from you or others
   - How they feel about making the commitment (e.g., confident, overwhelmed, stressed, excited)

Exercise: Building Shared Goals and Values for Daily Practices

Open your daily planner and rephrase meetings and appointments as commitments. That is, what are you committed to delivering on or producing in these situations? What quality requirements can you attach to these commitments that will ensure that you delight your customers and colleagues?

For example, replace the words "Project Meeting at 9:00 a.m." with the words "Produce project status report and vendor profiles to bring to 9:00 a.m. meeting."

Exercise: Building Shared Goals and Values

1. Leave five minutes at the end of your next team meeting for this exercise.
2. Explain that you are interested in determining the extent to which the team/organization has built shared goals and values. Ask each team member to record on paper a succinct response to the question: "What would you say are the goals and values of this team/organization?" Write a response of your own along with your team members.
3. Collect the responses. Promise to summarize the responses and present the results at your next meeting.
4. Study the results to determine the extent to which you have been able to build and instill shared goals and values in your team/organization. Based on your findings, determine the degree of your success in articulating and building shared goals and values.

Daily Practices

- At the start of every day, identify three things you will do to reinforce for others the importance of the organization's goals and values. Avoid doing so by giving "heroic" speeches or sending out memos; rather, try to integrate the message into your daily work. Examples of what you might do include:
  - When you give people assignments or projects, explain the reason for the assignment and how completing it will contribute to meeting the organization's goals.
  - Reduce the amount of time you spend "fighting fires" or dealing with crises.
  - When you see others behaving inconsistently with the organization's goals and values, give them feedback immediately. Do so, however, in a manner that emphasizes learning and change rather than punishment.
- When planning for any significant objective, spend plenty of time identifying whom you must get support from and how you can most effectively influence them. Until this becomes second nature, it is a good idea to outline the steps you will take and what you will communicate in your approach to all the key players. Review and follow this influence plan as you proceed to accomplish your objective.
- Tell stories about people (especially people in your organization) who have lived up to challenging commitments. Emphasize the value of living one's commitments. Tell these stories on both informal and formal occasions.
- Often, missed commitments are due to how the commitment was made, rather than to the failure of execution. When making a commitment to others, or receiving a commitment from others, ask:
  - Are the quality requirements for meeting the commitment clear?
  - Are there specific milestones, deadlines, and completion dates?
  - Does the person or group have the support they need to meet the commitment?
  - Does everyone feel good enough about the commitment to devote the energy necessary for meeting it?
  - If the answer to any of these is "no," address the issue before the commitment is finalized. It's always better to make the effort to create a solid commitment than to make the effort to recover from a missed commitment.
- Follow up on all commitments made to you by others, whether they have been met or missed. If the commitment has been met, thank and/or recognize the person who met it; if it has been missed, address the issue directly. Failure to follow up on others' commitments sends a message that you (and your organization) do not value meeting commitments.

Activities, Assignments, and Projects

- Develop an idea that requires others' commitment in order to succeed, such as improving a process or exploring a new business opportunity. Create a compelling vision for the idea, present it to others, and try to gain their commitment and support.

- Outside of work, join an organization that does advocacy and outreach work, whether in support of religious, social, political, or other causes. Observe the strategies and tactics it uses to build support for its views, and seek opportunities to participate in its advocacy and outreach work.

- Observe a person who is particularly effective at gaining commitment from others. Ask yourself (and them) questions such as

  - What techniques does this person use?
  - How does this person deal with roadblocks to gaining commitment?
  - How does he or she state his or her arguments?
  - What in particular appeals to you when you listen to this person?

  From your observations, experiment with some of the effective techniques and see how they work for you.

Readings and other self-study resources

- Cohen, Allan C., and David L. Bradford, *Influence Without Authority.* John Wiley & Sons, 1990. The authors offer powerful new techniques for cutting through interpersonal and interdepartmental barriers and for motivating people over whom you have no authority in order to maximize valuable time and resources.
- Covey, Steven R., *The Seven Habits of Highly Effective People—Powerful Lessons in Personal Change.* Simon & Schuster, 1994. This book presents a holistic, integrated, principle-centered approach for solving personal and professional problems. With insights and anecdotes, the author reveals a step-by-step guide for living with fairness, integrity, honesty, and human dignity—principles that provide the security needed to adapt to change, and the wisdom and power to take advantage of the opportunities that change creates.
- Handy, Charles, "Trust and the Virtual Organization," *Harvard Business Review*. May/June, 1995. How do you manage people whom you do not see? The author believes that this managerial dilemma can be corrected with "trust," since the rules of trust are both obvious and well established. This apparent simplicity disguises a turnaround in organizational thinking because efficiency and control are closely linked—you can't have one without a lot of the other.
- Hersey, Paul, *The Situational Leader.* Warner Books, 1985. The author provides a brief guide, based on the situational leadership model, that describes how to develop people and effectively utilize human resources.
- Kinlaw, Dennis, *Coaching for Commitment,* Pfeiffer and Company, 1989. Presents a practical, tested approach for coaching people to commit to higher levels of performance.

Readings and other self-study resources continued

- McGinnis, Alan Loy, *Bringing Out the Best in People,* Augsberg Publishing, 1991. The author based the principles of this book on his research of great leaders throughout history, highly effective organizations, and the input of many prominent psychologists. Through case studies and anecdotes, this book shows how to put 12 key principles to work to inspire, motivate, and persuade others.
- Robbins, Anthony, *Personal Power,* Gunthy Renker Corp., 1992. This book looks at the transformational power of making “unattainable” commitments and living your word.
- Wilson, Thomas, *Innovative Reward Systems for the Changing Workplace,* Jossey-Bass, 1996. As a leading pioneer of the innovative “Reward Smart” model, Thomas Wilson has helped a large number of progressive companies change from a reward system based on old notions of competition and combat to one grounded in new paradigms of collaboration and teamwork. Learn how to develop a portfolio of high-impact reward programs to identify pay alternatives, enhance commitment, promote a spirit of collaboration, and attract more talented people to your organization.

Developing the Competency of Focused Drive:
The Focus Component

Definition

The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision.

Behaviors

- Refuses to let disruptions distract from concentration on a key objective
- Quickly identifies the projects or initiatives that require special attention
- Displays a single-mindedness in directing energy at key targets
- Focuses on key tasks when faced with limited time and/or resources
- Devotes at least 80 percent of time to top 20 percent of priority list

Exercise: Keeping Your Eye on the Ball

1. On a blank sheet of paper, write down your business goals for the next six months or year.

2. Below the goals, write a list of everything you did last week, and how much time you spent on each.

3. For each thing you did, rate its contribution to your goals on a scale of 1 to 5, with 1 being low and 5 being high.

4. Items you rated between 1 and 3 are your "distractors." Starting with those that took up the largest amount of time, review them and try to identify any patterns. For example, you might find

    - A large number of activities, each taking a little time, but few of which contribute to your goals. This indicates an environment of high distraction and/or that you have acted with little focus.

    - Just one or two activities that take a great deal of time but don't contribute to your goals. This indicates that you are focusing, but on the wrong things.

5. If there is a pattern in your distractors, what can you do to change this pattern?

Daily Practices

- Every day, week, and/or month, identify a single, significant goal you want to accomplish, and make that your number-one priority.
- Try visualizing as a means to maintaining focus on a key goal: Create an attractive mental image of what things will look like and how you will feel when this goal is achieved. Use recall of this image as a means of staying focused.

  For example, if your goal is an improved or redesigned process, visualize how the organization will function after the change, and try to visualize how good it will feel to work in the new process.
- Every time you are interrupted or offered an opportunity, ask yourself: "Will taking this on help me further my goals?" If the answer is "no," consider declining outright, if possible.

  If you can't decline outright, present the other person with a choice: "I'd like to take this on, but it would prevent me from focusing on goal X. Is that tradeoff acceptable?"
- Periodically complete the "Eyes on the Ball" exercise, described on the previous page.

Activities, Assignments, and Projects

- Take on one or more projects in which success relies on exerting a great deal of effort and concentration in a relatively short span of time. Some types of projects that tend to fit this bill include proposals, crisis response, and implementing new processes. These will force you to practice your focus.
- Work with the people who report to you to create a work environment that's more conducive to their focus. Find out what makes it harder for them to focus, whether it's the general work environment or specific behaviors you or others engage in. Then reach clear commitments with them about what will be changed or done differently to enable a higher level of focus.

Readings and other self-study resources

- Covey, Stephen R., *The Seven Habits of Highly Effective People—Powerful Lessons in Personal Change.* Fireside, 1990. This book describes an integrated, principle-centered approach for solving personal and professional problems. Its discussion of the principle "Put first things first" provides concrete suggestions about maintaining focus.
- Covey, Stephen R., *First Things First.* Audio Cassette, Covey Leadership Center, 1996. An application of The Seven Habits of Highly Effective People and Principle-Centered Leadership, this cassette offers a new time— management approach based on life values.

Readings and other self-study resources continued

- Fitz-enz, Jac, *The 8 Practices of Exceptional Companies.* American Management Association, 1997. What are the timeless truths on which great institutions are built? Which beliefs and stratagems separate the best organizations from the rest? Jac Fitz-enz and the prestigious Saratoga Institute explored those questions during four years of in-depth research at more than 1,000 companies. The result is a book documenting the most enduring "best practices" in human asset management. Fitz-enz takes you inside successful organizations to see precisely how they handle change management, productivity and quality improvement, and other universal challenges.
- Grove, Andrew S., *High Output Management.* Random House, 1995. The author illustrates how to apply the principles of manufacturing to managerial work in order to elicit peak performance.
- McClelland, David, *The Achieving Society.* Free Press, 1995. This book describes the thinking patterns of the focused —drive competency and its achievement motivation.
- Morrisey, George, *Management by Objectives and Results for Business and Industry.* Addison-Wesley, 1976. This book is designed for managers at all levels of the organization who are dedicated to setting clear objectives and attaining results. The author takes a "how to" approach to Management by Objectives (MBO), providing a large number of "real world" illustrations drawn from a wide variety of business, industrial, commercial, and service organizations.
- Pascarella, Perry, and Mark A. Frohman, *The Purpose Driven Organization: Unleashing the Power of Direction and Commitment*. Jossey-Bass, 1989. The authors illustrate how organizational leaders can create a framework for making decisions that will unleash company potential for creativity, initiative, and innovation. They give step-by-step methods for uncovering an organization's unique purpose and translating this into a written statement that will provide a clear direction for company policies and strategies.
- Quigley, Joseph V., *Vision: How Leaders Develop It, Share It, and Sustain It.* McGraw-Hill, 1995. This book has been widely endorsed by recognized leaders for its approach to developing and implementing the vision and strategy of a business. The author provides a specific method for developing a company's strategic vision and putting it into practice.
- Tichy, Noel, *The Leadership Engine*. Random House, 1997. Winning companies are successful because they can adapt and capitalize on their unique circumstances. Their Leadership Engines keep them champions by developing leaders who have clear, teachable points of view that they use to foster the abilities of others. In this book, Tichy offers colorful and insightful best practice examples from dozens of leaders gathered from decades of research and practical experience.

SECTION 4

Forms

Question sheet

The Essence of Leadership

Use this form to write your question for Warren Bennis or for discussion among your colleagues. Please write clearly.

Name (optional) ____________________

Organization ____________________

Location ____________________

Your question (25 words or less):

____

____

____

____

____

____

____

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